

## Bradley County Schools Second Grade Mathematics

Time Frame	TN Standard	Vocabulary	Essential Question	Learning Target	Prerequisite Standards	Additional Resources
<b>First 9 Weeks:</b>						
<b>Unit 1 Operations and Algebraic Thinking</b>						
Week 1	<b>STAR Testing / iReady Baseline Diagnostic</b>					
Week 2 L1: Understand Math Strategies (Fact Families)	2.OA.B2 Fluently add and subtract within 20 using mental strategies.	Fact family Related facts Add Subtract Sum Difference	What are efficient methods for finding sums and differences?	I can fluently add and subtract within 20 using mental strategies. I know from memory all sums of two one-digit numbers.	Add numbers within 20. Count back from 20. Use counting strategies: counting on, making tens, and doubles plus one or two.	*General Resources which can be used for any and all standards: Refer to "Ready Classroom Materials for Mathematics Activities" list. Refer to the Classroom Set of Trade Books for Ready. TenMarks.com
Week 3 L2: Solve One-Step Word Problems	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.	One-step word problem	What strategies can be used to solve for unknowns?	I can solve addition and subtraction word problems within 100. I can use a variety of approaches involving taking apart and combining numbers.	Add and subtract within 20. Use fact families fluently. Understand addition and subtraction situations involving adding to, taking from, putting together, taking apart, and comparing.	
Week 4 L3: Understand Mental Math Strategies (Make a Ten)	2.OA.B.2 Fluently add and subtract within 20 using mental strategies.	Ones Tens Ten frame	What are some mental strategies you can use to fluently add and subtract?	I can fluently add and subtract within 20 using mental strategies. I know from memory all sums of two one-digit numbers.	Compose and decompose tens and ones in two-digit numbers less than 20. Add numbers within 20. Break apart numbers as the sum of two other numbers. Understand how a model represents a numerical situation.	
Week 5 L4: Understand Even and Odd Numbers	2.OA.C.3 Determine whether a group of objects (up to 20) has an even or odd number of members.	Even number Odd number	What factors determine whether a group of objects has an odd or even number of members?	I can relate what I know about skip-counting by 2s to help me determine if a number is even or odd. I understand that in a problem with two even addends, the sum will be an even number.	Know doubles facts to 20. Count by 2's. Understand the meaning of equal groups.	

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Week 6 L5: Add Using Arrays	2.OA.C.4 Use addition to find a total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2.NBT.A.2 *Count within 1,000, skip-count by 5s, 10s, and 100s.	Array Row Column Skip count Count by ____	How are repeated addition and multiplication related?	I can use an array to represent the total number of objects in an equation. I can skip-count using 5s, 10s, and 100's within 1,000.	Add 3 one-digit numbers. Visually recognize groups of 2 to 6. Skip count by numbers up to ten. Write an addition equation.	*General Resources which can be used for any and all standards: Refer to "Ready Classroom Materials for Mathematics Activities" list. Refer to the Classroom Set of Trade Books for Ready. TenMarks.com
Week 7 L6: Solve Two-Step Word Problems	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.	Two-step word problem	What strategies can be used to solve for unknowns in multi-stepped word problems? What information and strategy is needed to solve a multi-step word problem?	I can solve addition and subtraction word problems within 100. I can use a variety of approaches involving taking apart and combining numbers.	Solve one-step problems. Interpret a number line.	
Unit 2: Number and Operations in Base Ten						
Week 8 L7: Add Two-Digit Numbers	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		What strategies based on place value and/or the relationship between addition and subtraction assist in subtracting two-digit numbers?	I can compute by taking apart and combining numbers using a variety of approaches. I can apply an understanding that place value is based on groups of tens. I can mentally add and subtract 10 or 100 to a given number between 100 and 900.	Identify place values in two-digit numbers. Model two-digit numbers. Fluently add within 20.	

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Week 9 L8: Subtract Two-Digit Numbers	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		Which addition and subtraction strategies aid in solving one-step word problems?	I can compute by taking apart and combining numbers using a variety of approaches. I can apply an understanding that place value is based on groups of tens.	Identify place values in two-digit numbers. Understand and apply the concept of fact families. Fluently add and subtract within 20. Apply the commutative property of addition.	
<b>Second 9 Weeks: Unit 2 Continued</b>						
Week 10 L9: Solve One-Step Word Problems With Two-Digit Numbers	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.	One-step word problem	Which addition and subtraction strategies aid in solving one-step word problems?	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. I can solve addition and subtraction word problems within 100. I can use a variety of approaches involving taking apart and combining numbers.	Add and subtract within 100. Use fact families fluently.	*General Resources which can be used for any and all standards: Refer to “Ready Classroom Materials for Mathematics Activities” list. Refer to the Classroom Set of Trade Books for Ready. TenMarks.com
Week 11 L10: Understand Three-Digit Numbers	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. 2.NBT.A.2 Count within 1,000, skip-count by 5s, 10s, and 100s.	Place Value Ones place Tens place Hundreds place	How can the value of a three-digit number be determined?	I can represent hundreds, tens, and ones using three digits. I can use an array to represent the total number of objects in an equation. I can skip-count using 5s, 10s, and 100’s within 1,000.	Count to 100. Count by 10s and by 100s. Understand the concept of place value in two-digit numbers.	
Week 12 L11: Read and Write Three-Digit Numbers	2.NBT.A.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	Digit Value	What are some ways to write three-digit numbers and how can they be read accurately?	I can read and write numbers to 1,000 using base-ten numbers, number names, and expanded form.	Understand two-digit numbers. Count by tens and hundreds. Add two-digit numbers.	

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Week 13 L12: Compare Three-Digit Numbers	2.NBT.A.4 Compare two three-digit numbers based on meanings of hundreds, tens, and ones digits, using $<$ , $=$ , and $>$ symbols to record results of comparisons.		How can three-digit numbers be correctly compared?	I can compare three-digit numbers using symbols to record the results of the comparisons.	Identify place values in three-digit numbers. Model three-digit numbers. Understand the concept of greater than, less than and equal to.	*General Resources which can be used for any and all standards: Refer to “Ready Classroom Mathematics Activities” list. Refer to the Classroom Set of Trade Books for Ready. TenMarks.com
Week 14 L13: Add Three-Digit Numbers	2.NBT.B.7 Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.		What addition strategies assist in solving three-digit addition problems?	I can add and subtract within 1,000 using a variety of strategies. I can use strategies based on place value, properties of operations, and/or relationships between addition and subtraction. I can relate the strategy to a written method. I can compose or decompose tens or hundreds to add or subtract.	Identify place values in three-digit numbers. Model three-digit numbers. Perform two-digit addition with and without regrouping.	

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Week 15 L14: Subtract Three-Digit Numbers	<p>2.NBT.B.7 Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>		<p>How can I use what I know about number relationships to develop efficient strategies for adding/subtracting multi-digit numbers? How do I recognize which strategy to use for a specific problem?</p> <p>How do number properties assist in computation? How do I use strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to assist me in fluently adding and subtracting within 100? How does understanding place value help solve double-digit addition and subtraction problems?</p>	<p>I can add and subtract within 1,000 using a variety of strategies.</p> <p>I can use strategies based on place value, properties of operations, and/or relationships between addition and subtraction.</p> <p>I can relate the strategy to a written method.</p> <p>I can compose or decompose tens or hundreds to add or subtract.</p> <p>I can compute by taking apart and combining numbers using a variety of approaches.</p> <p>I can apply an understanding that place value is based on groups of tens.</p>	<p>Identify place values in three-digit numbers.</p> <p>Model three-digit numbers.</p> <p>Perform two-digit addition with and without regrouping.</p>	<p>*General Resources which can be used for any and all standards: Refer to “Ready Classroom Mathematics Activities” list. Refer to the Classroom Set of Trade Books for Ready. TenMarks.com</p>

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Week 16 L15: Add Several Two Digit Numbers	2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.		How do I use strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to assist me in fluently adding and subtracting within 100? How does understanding place value help solve double-digit addition and subtraction problems?	I can compute by taking apart and combining numbers using a variety of approaches. I can apply an understanding that place value is based on groups of tens.	Identify place values in three-digit numbers Model three-digit numbers. Perform two-digit addition with and without regrouping. Use addition fluently.	*General Resources which can be used for any and all standards: Refer to “Ready Classroom Mathematics Activities” list. Refer to the Classroom Set of Trade Books for Ready. TenMarks.com
<b>Unit 3:</b> <b>Measurement and Data</b>						
Week 17 L16: Understand Length and Measurement Tools	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Non-standard Standard unit Inch Centimeter	How can I determine the appropriate tool to use when measuring the length of an object?	I can use appropriate tools to estimate and measure accurately.	Count fluently from 0 to 20. Understand that a model can represent a length.	Rulers Yard sticks Meter sticks Measuring tapes
Week 18 L17: Measure Length	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		How can I determine the appropriate tool to use when measuring the length of an object?	I can use appropriate tools to estimate and measure accurately.	Understand that objects can be measured with different units. Add multiples of 30.	

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<b>Third 9 Weeks:</b> <b>Unit 3 Continued</b>						
Week 19 L18: Understand Measurement With Different Units	2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Non-standard Standard	What is the relationship between different units of measurement?	I can use appropriate tools to estimate and measure accurately. I can describe how two measurements relate to the size of a chosen unit.	Measure lengths in inches and centimeters.	*General Resources which can be used for any and all standards: Refer to “Ready Classroom Materials for Mathematics Activities” list.  Refer to the Classroom Set of Trade Books for Ready. TenMarks.com
Week 20 L19: Understand Estimating Length	2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Estimate	How can I estimate lengths using inches, feet, centimeters, and meters.	I can use appropriate tools to estimate and measure accurately. I can estimate lengths using a variety of units.	Measure lengths in inches and centimeters. Add numbers less than 10.	
Week 21 L20: Compare Lengths	2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		How can I identify the length difference between two objects using a standard length unit?	I can use appropriate tools to estimate and measure accurately. I can determine how much longer one object is than another and express the difference in a standard length unit.	Add and subtract within 20. Measure in standard units of measure. Use meaning tools to measure to the nearest unit.	

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Week 22 L21: Add and Subtract Lengths	<p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem.</p> <p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . and represent the whole number sums and differences within 100 on a number line diagram.</p> <p>2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.</p>		How can addition and subtraction word problems dealing with lengths of the same unit be solved?	I can use addition and subtraction to compare or combine two lengths. I can represent whole numbers as lengths. I can represent whole number sums and differences within 100. I can solve addition and subtraction word problems within 100.	<p>Add and subtract within 100.</p> <p>Apply concepts of fact families.</p> <p>Understand addition and subtraction situations involving adding to, taking from, putting together, taking apart, and comparing. Measure in centimeter and inches.</p>	<p>*General Resources which can be used for any and all standards: Refer to “Ready Classroom Mathematics Activities” list. Refer to the Classroom Set of Trade Books for Ready. TenMarks.com</p>



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Week 23 L22: Understand Reading and Making Line Plots	2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . and represent the whole number sums and differences within 100 on a number line diagram. 2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.		When is it appropriate to make a line plot?	I can represent whole numbers as lengths. I can represent whole number sums and differences within 100. I can use measurement to collect data. Those data can be analyzed and displayed on a line plot.	Know how to measure in inches, feet, centimeters, and meters. Differentiate among and compare lengths in inches, feet, centimeters, and meters. Understand that a number line is a series of intervals organized on a line.	
Week 24 L23: Understand Reading and Making Line Plots	2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Picture graph Bar graph Data More Less Equivalent	How are picture and bar graphs effective in displaying data?	I can display data using various graphs.	Represent and interpret simple graphs. Identify how many more and how many less. Measure intervals.	
Week 25 L24: Tell and Write Time	2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using A.M. and P.M. NBT.A.2 Count within 1,000, skip-count by 5s, 10s, and 100s.	Analog clock Digital clock Hour Minute Half-hour Quarter-hour Intervals	Which features on analog and digital clocks need to be read correctly in order to tell time to the nearest five minutes?	I can use an analog and a digital clock to tell time to the nearest five minutes. I can skip-count using 5s, 10s, and 100's within 1,000.	Tell and write time in hours and half hours. Skip count by 5s and 10s. Understand concept of half.	*Judy Big Analog Clock with moveable hands *Individual (student) analog clock faces with moveable hands

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Week 26 L25: Solve Problems Involving Money	2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. 2.NBT.A.2 Count within 1,000, skip-count by 5s, 10s, and 100s.	Penny Nickel Dime Quarter Half-dollar Dollar Coin Bill	How can word problems involving dollar bills, quarters, dimes, nickels, and pennies be solved?	I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. *I can skip-count using 5s, 10s, and 100's within 1,000.	Count by 5s, 10s, 20s, and 25s. Fluently add within 100.	
<p style="text-align: center;"><b>Fourth 9 Weeks</b> <b>Unit 4: Geometry</b></p>						
Week 27 L26: Recognize and Draw Shapes	2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Side Angle Vertex Vertices	How can you recognize and draw shapes?	I can describe and compare objects using their geometric attributes. I can identify geometric shapes.	Identify the sides and angles of a polygon. Sort objects based on attributes. Identify and name triangles, circles, squares, and rectangles.	*General Resources which can be used for any and all standards: Refer to “Ready Classroom Materials for Mathematics Activities” list. Refer to the Classroom Set of Trade Books for Ready. TenMarks.com
Week 28 L27: Understand Tiling in Rectangles	2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of		What does partitioning of a rectangle into rows and columns of same-size squares help with?	I can partition a rectangle into rows and columns of same-size squares. I can count to find the total number of squares	Know that an array is organized in equal sized rows and columns. Compose a shape from a different shape. Know	
Week 29 L28: Understand Halves, Thirds, and Fourths in Shapes	2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, a half of, a third of, etc. , and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Whole Fraction Half Halves Third Fourth Quarter	How can you represent partitions within circles and rectangles?	I can partition circles and rectangles into equal parts. I can describe the parts as halves, thirds, and fourths. I can describe the whole as broken down into the number of halves, thirds, and fourths. I understand that equal shares of identical wholes need not have the same shape.	Recognize halves of a whole. Know the meaning of ordinals third and fourth.	